

The Church School Teacher

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THE CHURCH SCHOOL TEACHER

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From Your Director

by LAEL H. WESTBERG
Augustana Lutheran Church

THIS month we offer the quarterly "Helps" articles. We get good reactions from our readers about these "Helps" issues. But some of you tell us a two hour program each month is too long and therefore our suggested programs cannot be used. Actually, they can be used for a short meeting. Just telescope them. The important factor is that a church school teachers meeting stick to the business at hand. We believe that to be: (1) a Bible study related to the Biblical bases of the lessons to be taught during the month, (2) a period which gives practical insights into methods and resources for teaching, and (3) actual planning of the lessons to be taught.

Any Size Will Do

When such a package is offered teachers each month, they grow in balanced insights and skills. If the package contains the three ar-

ticles but in a smaller quantity, they still have a continuous, balanced growth. Please try this tested leadership education plan. It can help your staff no end.

A Chance to Share

We need Sunday school programs—Easter programs and Christmas programs. Manuscripts are generally submitted to us by Augustana people who have written and used them in their own congregations. If someone in your congregation has written a program (generally called a *service* these days) urge him to send it to us. Perhaps it can be published and thus shared with other churches in our own and in other synods.

In planning your stewardship education do not overlook the animated cartoon color film, *THE CANDLEMAKER* (13 minutes, \$8.00 rental, available from Augustana Audio Visual Service). Here is a story about a boy, a pet mouse,

a father and mother, and a church. It is a story that teaches stewardship in a beautiful and unusual way. While *THE CANDLEMAKER* plot has a Christmas setting it can be shown any time. I tested it on a group of neighborhood nine- and ten-year-olds the other day with happy results.

What are you doing about teaching stewardship? Christian Growth Series abounds with possibilities way down to the kindergarten years. This is God's world. All that we have is God's—our bodies, our minds, our voices, nature around us, people around us. What we do with them is God's concern. By our stewardship of them we either pay Him reverent homage or we show Him dishonor.

Our Heritage

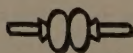
We could do much more with the stewardship of music, for example. What a great heritage we have in our Church's music. Yet in many church schools the music used is mediocre and the teaching of it desultory. Mary Huey of Pasadena, California, has written a pamphlet, "How to Teach a Song," which has helped persons interested in raising church school music standards. We have it in stock and will be glad to fill or-

ders. The price is 5c each; 50c a dozen.

Don't forget to let the children know that their church school offerings are dedicated to God's work. If they drop their money in a basket as they come into Sunday school and there is no service of offering and no explanation of its use, they can easily conclude it is an admission charge. Concepts of stewardship begin early. One youngster asked his father if he thought the pastor, who had just resigned to move to another parish, would make enough money on the sale of his present church to pay for his new church.

Stewardship Needs Teaching

Where do the offerings go? If the Sunday school is self-sustaining, chances are it stays in the Sunday school treasury to buy Sunday school materials. Better if the Sunday school were put on the congregation budget. Then the children's gifts could go to the work of the church and the teachers would have reason to keep up a constant flow of stewardship education. Someone on your Sunday school staff should become an expert in stewardship education and help the teachers to learn and to teach Christian stewardship.



Role Playing

by ANNETTE JOHNSON

HAVE you ever "stepped into someone else's shoes" and tried to imagine what you might say or do were you facing a problem or situation such as theirs? Even though you hadn't thought of it as such, you were, in a way, role-playing. For role-playing is putting one's self into the place of another person in order to get insight into the feelings of others.

Role-playing is a rather new educational technique that is used with discussion groups and in industry as well as the classroom. It has also been suggested that it be used in the home with family members as an aid to understanding one another's problems.

Unrehearsed Drama

Role-playing is done spontaneously and unrehearsed. It allows one to use imagination to effectively see both sides of a question.

Role-playing is an excellent means for stimulating class discussion. It makes situations seem real and therefore easier to understand

and discuss. Instead of just talking about a problem, the pupils become participants. For this reason role-playing helps in bringing about changes in attitudes.

A Study Tool

Role-playing can be used effectively when studying human relationship problems, Bible characters or church history. For example, if the class is studying about Joseph, they might role-play Joseph meeting his brothers in Egypt, imagining what they would have said or done in his situation.

Sometimes role-playing should be used as a means of introducing the Bible study. At other times it will be best to let the role-playing grow out of the Bible study.

Role-playing can be used effectively with either a small or large group. Since it is done spontaneously, little time is needed to prepare for it. Just a few minutes

Miss Johnson is a member of the staff of Augustana's Board of Parish Education.

are required to select and define the problem and choose the characters.

Here are a few important steps to follow:

1. *Decide on a problem and set the scene.*

It is best if the problem is selected by the class and comes spontaneously from them. A problem should be chosen that is important and meaningful to the entire group. The problem should be specific and simple enough so that the group can discuss it profitably.

2. *Select the characters.*

The class as a whole should set the scene and decide on what kind of people the characters should be. Two or three characters are usually enough. Volunteers may be selected for the roles or they may be chosen by the class or the teacher. No one should be asked to play a role if he is unwilling to do so. It is best to select individuals who can think and talk extemporaneously. Avoid selecting a person to play a role which is too much like himself.

3. *The Action.*

The role-players should take their places where the rest of the group can easily see and hear them. The important thing is that they act out the problem in their own way. The players should forget they have an au-

dience and try to express themselves as if the situation were actually taking place.

4. *Cutting.*

As soon as the main point has been brought out so that the class can analyze the problem, bring the role-playing to a close. If it is allowed to drag on too long, the main point may be lost. If necessary cut in the middle of a speech. It should never be more than 5 or 10 minutes long.

5. *Discussion.*

The role-players may first share their reactions with the entire group, stating what their feelings were as the person whose role they took. The observers then share their opinions and ask questions. The group should steer clear of dramatic criticism and relate the discussion entirely to the problem and its solution. The discussion should be an evaluation of what took place. Such questions as the following might be considered. Was the problem solved? How was it solved? How do you think the problem should have been solved in the light of Christ's teachings?

Sometimes the group may wish to act out a situation a second time with new players taking the roles. This second playing should illustrate the solution of the problem.

Suggestions for Your Next

Three Staff Meetings

► For Your March Meeting

The purpose of the March meeting should be to study and make detailed plans for the April Sunday school sessions. The following is a suggested plan:

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is "God's Will," with this outline:

- I. Given Through Moses—
Exodus 20
- II. Proclaimed by the Prophets—Amos 3:7
 - A. Amos Emphasized a God of Justice
Amos 5:14-15, 24
 - B. Hosea Spoke of a God of Love
Hosea 6:6 Ps. 33:12

C. Isaiah Spoke of a Holy God

Isaiah 1:18-20; 2:4;
6:1-10

D. Ezekiel Spoke of a Universal God

Ezekiel 34:11-16 Isaiah 40:31

E. Jeremiah Emphasized a Spiritual Religion

Jeremiah 31:3, 31-34

III. Manifested by Jesus

Matthew 5:17, 21-48; 19:16-20; 22:36-39; 28:19-20; Mark 12:28-31; Luke 10:25-37; John 20:11-16, 19-20; Acts 1:8; 2:1-4; Romans 6:23

Practical Information Period—thirty minutes.

This period could be spent discussing the topic, "My Home-Church Contacts." Chapter 13 in

Teaching for Results by Edge is a possible resource. If quarterly fellowships such as that described on page 44 of the Sunday School Administration Manual are not held, probably plans could be made for such meetings.

Department Study and Planning Period—at least sixty minutes.

For this period the teachers of each department should meet separately. Each teacher will need the spring quarter lesson material and this issue of THE CHURCH SCHOOL TEACHER. (See the "Helps" articles for the departments.)

The teachers, under the direction of the department leaders, should study and make plans for teaching the next month's work. The study may consist of the following:

- I. A discussion of the unit as a whole.
 - a. Biblical bases and aims.
 - b. Activities and materials needed.
- C. Plans for worship.
2. Detailed plans for each lesson in the month.
3. Preparation of materials needed.

► For Your April Meeting

The purpose of the meeting in April would be to make plans for the May Sunday school lessons.

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is "God Works."

Introduction: John 5:17

I. In Old Testament Times
Through the Prophets

A. Their Teachings
Zechariah 4:6; Hosea 14:9; Amos 5:14-15; Micah 6:8

B. Their Prophecy
Zechariah 9:9; Micah 5:2; Malachi 3:1-2

II. In New Testament Times
Through the Church

A. Its Commission
Matthew 28:18-20 Acts 1:8

B. Its Charter Members
Acts 2:41-47

C. Its Home Mission Program
Acts 2:44-45; 4:32-37

D. Its Social Missions Program
Matthew 8:14-17; 10:8; Mark 1:32-38; Acts 9:36-42; Isaiah 1:17

E. Its Foreign Missions Program
Acts 8:4-6, 26-40; 10:16:1-5; 18:1-4, 7; 19:8-9; Malachi 2:10

F. Its Prayer
Matthew 6:1-16; Luke 11:1-5

G. Its Creed
1. The Father
Genesis 1:1; Psalm

- 145:15-16; Matthew 6:28-31
2. The Son
John 3:16
 3. The Holy Spirit
John 16:12-16; Acts 2:1-13

Practical Information Period—thirty minutes.

This could include the second of two discussions on "My Home-Church Contacts" with emphasis this month on personal visits. Role playing, demonstrating home visits, would be valuable in that it would provide the teachers with some vicarious experiences of what they may meet in their visits. The use of page 58 in the Sunday School Administration Manual should also be included in this discussion.

Department Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. See suggested outline for March meeting. Refer to "Helps" articles in this issue of THE CHURCH SCHOOL TEACHER.

► For Your May Meeting

The purpose of this meeting would be to make plans for the June Sunday school sessions.

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is "God and Man."

- I. The Bible Tells about God
 - A. His Greatness
Genesis 1 and 2
 - B. His Power
Matthew 8:16-17; 15:30; Mark 1:32-34; Luke 4:40; John 9:1-38
 - C. His Care
Matthew 6:26-34; 10:29, 31
 - D. His Love
Isaiah 9:6; 40:5; 52:13-53:12; John 1:14; Galatians 4:4; 1 Peter 2:24; 1 Corinthians 11:23-26
- II. The Bible Tells about Man
 - A. He Is Created in God's Image
Genesis 1:27; Psalm 8:5-6
 - B. He Has Fallen into Sin
Romans 5:12-14, 19; 1 John 1:18
 - C. Only God Can Reconcile Man to Himself
2 Corinthians 5:19; Galatians 4:5-6
- III. The Bible Tells about the Way to Live
 - A. Old Testament Law
Exodus 20:1-17; Deuteronomy 5:6-21; 10:12; 1 Samuel 12:24
 - B. New Testament Interpretation of the Law
Matthew 22:37-40; Colossians 3:16-17;

Acts 2:38-39; 16:31,
33; 2 Timothy 3:14-
15

Practical Information Period—
thirty minutes.

This period might well be spent in a self evaluation under the topic, "My Self Examination." Chapter 15 and pages 167-170 from *Teaching for Results* by Edge as well as "The Growing Teacher" from the LEAV Kit will offer resource material for a discussion.

Department Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. Refer to the outline for the March meeting and the "Helps" articles in this issue of THE CHURCH SCHOOL TEACHER.

All texts mentioned are available through Augustana Book Concern, Rock Island, Illinois. Filmstrips may be ordered through the Augustana Audio Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota.

Teaching Pictures Available

"Where can we find large teaching pictures for our church school?" is often asked by teachers of young children. Many teachers realize how important it is to use flat pictures which vividly portray the persons, event or situation studied in the lessons.

A large picture can be used in several ways during the class session. It can be used to introduce or review the Bible story. Picture studies note the interpretation of biblical events. This is particularly true in studying Palestinian settings and customs as a background of the Bible stories. Picture walks provide opportunities for reviewing the lessons of a unit. A picture on the worship center helps to focus the children's attention on the theme in their worship experiences.

Realizing this need and demand for large teaching pictures, the Christian Growth Series Picture Sets were compiled by the Board of Parish Education a few years ago. Two sets, Primary I and Primary II, are still available at Augustana Book Concern at \$3.00 a set. Each of these sets contain eighteen colored pictures, 12 inches by 18 inches, which correlate with the corresponding years of the Christian Growth Series. The pictures portray characters and events from the Old and New Testaments, missionary activities and situations in Christian living. Many of these pictures are by well-known artists, such as Reynolds, Copping and Wood.

Helps for Teachers of Kindergarten

by ELAINE S. OLSON

*Based on Christian Growth Series
Kindergarten 1, Spring Quarter*

Share Christ with your neighbor. But that is the Church-wide theme of the Augustana congregations for the year 1958! Yes, and a part of the congregation is the kindergarten class which is learning about God's family and God's world during this quarter.

Session one, the Easter story, actually is the conclusion of the previous unit. Prayerful planning is required to give this age group an understanding of the glorious message of the day. Most important would seem to be to lead the children to accept Jesus' promise of, "Lo, I am with you always."

Unit B

God's Family

A unit aim is to help the kindergarten child to understand that God loves *all* children and people. A sad fact to be faced is that not all children know about Jesus. The point to be learned regarding this is that we can tell others and we can help others. The picture study and display suggested in the Teacher's Guide, page 14, can

help the children get better acquainted with their neighbors. If the teacher knows of families who will loan objects which have been received from a mission field they add much to the interest and learning value of the display. Dolls dressed appropriately will delight the children.

Kindergartners Share Christ

World Friends is the title of this year's picture-story set prepared by the Women's Missionary Society and the Board of Parish Education. This is being used for mission teachings in the primary and kindergarten departments. The spring and summer quarter missionary helps emphasize our relationships with others. The material is correlated with teaching units of the Christian Growth Series courses. So that extra mission information may be available for regular classes as well as special mission meetings this material should be accessible to the teachers as well as the mission leaders. And teachers, get acquainted with

Augustana Missions, 1958 for your own information. This publication of our mission boards is an excellent source of general and specific items on sharing Christ with our neighbor both here and abroad.

If the class likes to develop murals as a unit project it may be possible to get a variety of pictures of children from foreign countries and center the group with a picture of Christ with children from various sections of the world, such as the one by Curr, number 8 in the picture set for use with Christian Growth Series, Beginner II (Kindergarten). In using pictures of children from countries of the world the Women's Missionary Society offers this suggestion: "Likenesses . . . instead of differences in other children should be noted, and the fact stressed that all the children in the pictures belong to God's family."

Unit C

God's World

What is God's will for all men? The first question in the explanation of Martin Luther's *Small Catechism* explains that God's will is that all men should have fellowship with Him and serve Him now and forever. Praise of God is an expression of our relationship to the Heavenly Father. This unit lends itself to

praise as the children are led to recognize the greatness of God as Creator. It may be advantageous to help the worship leader for your department to choose and to use appropriate songs.

Even at this age members of the class can be helped to overcome the tendency to make God "too small." We want to help them to make their concept of God more intimate but also more vast. Some of these children come in contact with books which suggest information that was not even in college textbooks when their teacher was in school. Children today have a mental image of space that is quite different from what most of us considered twenty-five years ago. This should make it easier to give them a feeling of awe in considering the greatness of God. However, do not attempt to make a science course out of this unit. For some of the pupils this is their first introduction to the mysteries of God's work. We want to develop in these children stimulated, curious minds. Greater and greater becomes the God who has made and still preserves this great creation, our universe.

In the two kinds of aims which we have for teaching in our Christian education programs one is factual and the other is the application of these truths to the daily living of the class member. Keep in mind the third aim for this

unit, "to encourage the child to make wise use of God's natural gifts." If the children seem to be especially aware of certain gifts of nature at this time help them to see these things as part of what they experience in God's love.

A Unit Activity

The unit builds up to include various areas of God's creation. A week by week review may be encouraged by a scrapbook. Detailed plans must be made based on the suggestions given in the Teacher's Guide, pages 34 and 35. First, what size pages would be suitable? If this is to be a co-operative class project it should be large, possibly as much as 18"x 10". If each member of the class carries out the plan the scrapbook sheets may be as small as 8"x 10". Make certain that sufficient pictures will be available for each session before proposing this as an individual project. Do not forget old lesson leaflets as a source of pictures. Does your school keep these where they are available to all of the teachers?

Have you started spring house-cleaning? Or making plans to get it done soon? Will you destroy some piles of old magazines in the process? That may be a source of supply for your picture file. Often magazine advertisements have excellent views of life situations which can help the children

learn how Christian teaching applies to daily living. If all teachers in the Sunday school are constantly adding to the file, pictures will be there when one teacher needs them. Here is an example of application of the lessons taught on sharing!

A great deal can be accomplished in teaching prayer in the Sunday school class, but it is the day by day use of prayer which makes it meaningful to persons of any age. The kindergarten group may do much to promote family worship in the homes they represent. The section in the lesson leaflet, "When the Child Comes Home," gives some suggestions on family devotions which involve material studied in the kindergarten class. Session 10 includes a litany which can be used in class. The teacher may suggest to the children that they ask their parents to use this litany in family devotions.

As much as any other unit in the kindergarten curriculum this one depends on the personality of the teacher, and how she expresses faith, hope and trust in what God has done and is doing.

Missionary education material mentioned may be ordered from Women's Missionary Society, 3939 Pine Grove Ave., Chicago 13, Illinois. Augustana Missions, 1958, may be ordered from the Board of World Missions, 2445 Park Ave., Minneapolis 4, Minnesota. at 75c a copy.

Helps for

Teachers of Primary

by SISTER GERTRUDE HILL

*Based on Christian Growth Series
Primary II, Spring Quarter*

WHAT does Easter mean to you? How will you interpret the Easter message to the primary child in your class? How will you explain the work of the Holy Spirit as the Heavenly Helper so that it will be meaningful to the primary child? Is the doctrine of baptism clear in your mind before attempting to explain it in terms which will meet the primary child's level of understanding? These are some of the questions that will confront the teachers in the primary department while studying the spring quarter of the Christian Growth Series, "Jesus' Church and Bible Pictures."

Basic Needs

As we examine the first four sessions in Unit A of the spring quarter we discover the doctrines of resurrection, baptism and sanctification are presented as they apply to the development of the Christian Church. Should these doctrines seem difficult to interpret to primary children, helps for

the teacher are found in the Teacher's Guide. The Bible study at the teachers' meeting will offer opportunities to discuss the doctrinal concepts on the adult level for the teacher's own understanding. Church school teachers recognize that two of their basic needs are confidence in the knowledge of the Bible and clarity of doctrinal interpretations. It is apparent that the study and discussions of the Biblical bases of the lessons will help meet these basic needs of every teacher who makes use of such opportunities.

Your Monthly Meeting

Many church schools set aside the monthly teachers' meeting as a study and work session. It has actually become an in-service training program for all the teaching staff. The first hour is a general session for teachers and officers. About half an hour is spent in a Bible study and discussion of the Biblical bases of the curriculum. The next half hour is given to explanations or demonstrations

of practical teaching helps. During the second hour the teachers meet by departments for a planning session in preparing to teach the sessions for the next month. Even when there are only two teachers in a department it is helpful to discuss and plan together the teaching sessions. This type of teachers' meeting is proving to be advantageous to the teachers in providing guided study in lesson planning. Thus, the "Helps for Teachers of Primary" offers suggestions for the departmental planning session.

First the Child

It is helpful and time-saving if each teacher reads the Teacher's Guide and the leaflets before coming to the meeting in March. The general content for the quarter will then have been examined beforehand so that more time can be spent in planning the procedures and selecting the materials needed for carrying out the aims of each unit and the individual sessions of the quarter. Of course, the major emphasis is not on "teaching the lesson." Rather, the concern is to confront the child with the Christian faith so that it will be meaningful and helpful to him in daily Christian living.

In the book, *The Task of Christian Education*, D. Campbell Wyckoff points out, "The aim of Christian education is to nur-

ture the Christian life . . . In practice Christian education should be carried on systematically and with careful planning. Objectives are set with both the Christian faith and the nature and the needs of the pupil in mind. These objectives need to be translated into the planned experiences for Christian growth that constitute the curriculum which in turn uses subject matter and a varied selection of appropriate methods."

In the advance study the teachers note that the spring quarter comprises two units. Unit A is a continuation of the last two lessons in the previous quarter and completes the unit study of "How the Church Grew." This unit emphasizes the New Testament basis of the Church and the outreach of the Church today. Unit B, "Bible Pictures," is a study of four masterpieces which include stories of the attitudes, convictions and conduct of Moses, Samuel, Mary and Jesus.

Easter

At the meeting in March the first four lessons in Unit A are studied, so as to plan one month before teaching these sessions. The development of the New Testament Church is the theme of these four sessions. The Easter story introduces the unit and comes at the appropriate time. Besides

reading the Easter events in the Gospels of John, Matthew and Luke, the teachers would do well to take note of the Easter account in the book, *Marian's Big Book of Bible Stories* by Marian School-land, pages 301-305. This story writer's use of short sentences and conversational portions illustrates how the Bible story can be effectively told to primary children. Should an Easter sharing service with parents take place during the Sunday school hour then the songs and memory verses from previous Sunday sessions would be shared and the Easter message might be presented by the departmental leader or one of the teachers. However, if a regular Sunday school session is held on Easter Sunday then plans would be made as to which aim should be developed in interpreting the Easter message. The children who are familiar with the Easter events will profit more from the application of the Easter joy and hope as a vital part in their lives than from a strictly factual study of the Easter incidents. Pictures of the Easter events can be used to introduce the Easter story as a review for background information and interpretation before proceeding to discuss the Easter joy and hope for Christians.

Next, the session plan in the Teacher's Guide will be checked with marginal notations as to the

procedures that can be adapted to the aim of the session, the spiritual and mental and physical needs and abilities of the pupils, the time allocated for the class period, and the available materials and equipment for carrying out the session plans. Choices, therefore, will be made in regard to omissions and additions to the basic teaching plan in the Teacher's Guide. Plans must be definite to accomplish the purpose of the session, but flexible enough to allow for necessary changes during the session as the lesson is being taught.

Pre-session

For each of the first four sessions in Unit A plans will be focused first on the pre-session or the introduction of the class period. Approximately five minutes is usually needed to establish group fellowship, i. e., giving the children an opportunity to share their experiences and ideas which they are so eager to tell. It is far better to have this release at the beginning of the class session than to have the Bible story interrupted with extraneous comments. Should worship come at the close of the session, then preparations in arranging the worship center and selecting the songs and scriptures to be used during the worship period are planned by the children with their teachers. Suggestions

for this type of planning are indicated in the Teacher's Guide.

Following right along with the session plans in the Teacher's Guide it is well to pause and take note of the introduction to the Bible story. This introduction helps to establish readiness for the child to receive and apply the Christian truths in the Bible story after he is familiar with the background or experiences relating to the story. In each session the teacher is reminded to "tell the story in the leaflet." Leaflets are not distributed until the activities and memory work have been completed. Leaflets are not to be used as a "crutch" in teaching but as an aid in pupil participation for the discussion and review of the story. The leaflet is also the "take home" activity by which the parents with the child study the Bible story. The leaflet for Session 4 should be noted particularly in regard to the section, "When You Go Home." The date of the baptism of the child is to be filled in by the parents. This will help the child realize and appreciate that he has been received into the family of God and the fellowship of the Church.

A Unit Activity

While considering activities for the first four sessions, it is wise to provide a unit activity which has continuity and further develops

the purposes of the unit. The panel poster, "How the Church Grew," is one of the interesting activities suggested in the Teacher's Guide. Such a poster provides a continuous activity in visualizing the growth and outreach of the Church. The long strip of paper, divided into seven panels—one for each session—would have the following headings: Jesus Is Alive, The Church Is to Tell, The Church Has a Helper, The Church Spreads, The Church Shares, The Sunday School Grows, The Church Sends Workers. Either the colored picture from each leaflet (1-7) may be mounted on each of the seven panels or the children may draw pictures to illustrate the seven panels. Such a panel poster provides a meaningful activity for Unit A. The panel poster also makes for an excellent review at the conclusion of the unit study.

Know Your Needs

Materials which will be needed for the pre-session, presentation of the story and the unit activity are listed in each session plan. The selection and preparation of these materials are organized while planning the first four sessions in the unit. Samples of activity projects and securing the additional materials required are completed by each teacher in his lesson preparation from week to week.

The following pictures from the Christian Growth Picture Sets correlate with the sessions as follows:

Session 1—Easter, Beginners II, picture 14

Session 2—The Great Commission, Primary III, picture 14

Session 3—Sending the Holy Spirit, Primary II, picture 9

Session 4—Family at Church, Beginners I, picture 4.

Use Opportunities

At the April meeting of the teachers and staff, the departmental planning session will again follow the Bible study and practical hour. Since it will be best to study Session 8 at the next month's meeting because it introduces the next unit, Sessions 5, 6 and 7 will be studied and prepared for teaching by the primary department teachers at the April meeting. The concluding sessions of Unit A emphasize the outreach of the Church and demonstrate the practical aspect by which primary children can have a part in the extension of God's Kingdom. Teachers will want to utilize opportunities for the primary child to attain two of the desired outcomes for his Christian growth, i.e., to carry out the teachings of Jesus in action and conduct, and to realize that he be-

longs to the "Family" of the church, local and world-wide.

Sharing—History

Marginal notations will again be made in the Teacher's Guide as the Biblical basis and session plans are studied. Since Session 5 pertains to sharing with others, the work of social missions and Lutheran World Action through the Division of Welfare and Refugee Service, NLC, can be illustrated with pictures from publicity materials and recent issues of *THE LUTHERAN COMPANION*. No doubt, the local church school has had a part in sharing with both of these welfare programs. Session 6 presents an opportunity for discovering the development of the local church. This could be done in several ways. If there is an anniversary booklet or a collection of pictures which record the history of the church, such could be shared and explained to the children. Or, a member of the church who can speak interestingly to primary children on the basis of their experiences and understanding could be invited to tell about the early developments of their church. In Session 7 the primary child's experiences can be broadened so as to visualize the outreach of the church through an identification of the colleges, seminary, schools of nursing and deaconess training school supported

by the churches of the Augustana Synod. Pictures and information concerning the locations and purposes of each of these educational agencies can be illustrated from brochures and recent issues of *THE LUTHERAN COMPANION*.

Another resource which is helpful in the teaching of Sessions 5, 6 and 7 is the book, *Good News to Tell*, by Taylor. This book is a story of the beginnings of the Christian church written for primary children.

God's Love and Power

At the May meeting the church school teachers conclude the Bible study and planning sessions of the spring quarter. The Bible study at this meeting will particularly bring out how the Bible tells about the power and love of God and the way to live the Christian life with the Ten Commandments as a guide.

The aim of Unit B, "Bible Pictures," is to inspire the pupil with reproductions of beautiful Bible pictures and to enrich his Christian development in visualizing the Bible stories or circumstances connected with the pictures. However, there is a note of caution to teachers in the presentation of these picture studies so that they do not merely become lessons in appreciation of the artist's conception of a Bible story. Rather the emphasis should be on the appli-

cation aim for each of the six sessions.

These six sessions divide naturally into two groupings. Sessions 8, 9 and 10 deal with human Bible characters: Moses, Samuel, Hannah, Eli, and Mary, the mother of Jesus. The last three sessions relate to the humanity and divinity of Jesus: His childhood, a Helper of the sick, and the Savior. The interpretation for the pictures found on the leaflet covers of Sessions 10, 11, 12 and 13 is given in *Christ and the Fine Arts* by Cynthia Pearl Maus.

A basic procedure for presenting these picture studies effectively is as follows: (1) show the picture—leaflet picture mounted on cardboard—to class just before telling the story, (2) tell the story noting especially the qualities, attitudes and conduct of the persons depicted, (3) distribute leaflets for the review of the Bible story.

Something to Shave

Several unit activities are suggested for Unit B. A variation from the poster panel in Unit A, would be a picture storybook containing the leaflet picture and a short story of the Bible story composed by the group. This group project could serve several purposes. It would be a way of reviewing the previous Sunday's session and later could be shared with a shut-in friend at the con-

clusion of the unit study.

Church school teachers' meetings for March, April and May will thus be profitable for each teacher who has participated in these planning sessions. From such procedures in lesson preparation should come well-planned teaching sessions which stimulate the interest and meet the needs of the

primary child in his Christian growth. Knowing how to communicate and interpret the Christian faith to the primary child should also give each teacher confidence and joy in "teaching the child."

Texts mentioned are available from Augustana Book Concern, Rock Island, Ill.

More Helps for Primary Teachers

Church school teachers and pupils in the primary department find the stories and activities in *'Til Eight Stories* coordinate closely with their lessons. Some of the activities in this story paper are interesting follow-ups to be done at home or at the close of the church school session.

Beginning with the June 9th issue, there will be six issues devoted to pictures illustrating the Lord's Prayer. These pictures are to be colored and assembled into a booklet. Even though the Lord's Prayer is not the specific study of the summer quarter, it does relate indirectly to the study of the Church. Also, the illustrations of the petitions of the Lord's Prayer can be used in the vacation church school for a pre-session activity. Home activities for the primary children are most welcome in the summer months, too. Thus, these illustrations can be used in various ways for teaching purposes.

It is important that teachers in the primary department are informed of the possibilities for using the church school story paper to amplify the lessons during the teaching session as well as a follow-up activity in the home. Therefore, by keeping posted on coming features in *'Til Eight Stories*, teachers will be able to share the interesting stories and activities which the children in the primary department can enjoy and add to their learning experiences.

Helps for

Teachers of Juniors

by MARY NORDLUND SHUEY

.....
*Based on Christian Growth Series
Junior II, Spring Quarter*

AGAIN we enter the season when all nature bursts into life. Our very being rejoices at the new life all about us. It is at this time that the new spring quarter material is introduced to the juniors. Easter Sunday! Does the message of the risen Christ thrill your soul? Does your class of juniors know what Easter means to you? In the last three lessons as the juniors followed the path of Jesus to the garden of Gethsemane, to the cross of Calvary, to the empty tomb and finally to the mountain in Galilee, did they rejoice because they are called to serve a risen Savior and Lord? Do they realize that Jesus' last commission to us to go and tell continues to apply to His followers today? The study of the new material, "Catechism for Juniors," should help the juniors to understand God's way of sal-

vation and the Christian way of living and to help them serve in God's program.

Thus far in the Christian Growth Series, portions of the *Catechism* have been taught as they have applied to the Bible lessons. During this quarter, however, the juniors will become acquainted with the *Catechism* as a book. They will learn Luther's original reason for writing it and why it continues to serve a valuable place in our Lutheran church today.

Before introducing the new material to your class, acquaint yourself with what lies ahead by reading the entire quarter, both the Study Book and the Teacher's Guide. Enrich your background by reading books on the life of Martin Luther and on basic Bible teachings. Information kindles inspiration! The more "sat-

urated" you are with the Word of God and with the material to be taught, the more you will inspire the juniors. There are many books on Martin Luther from which to choose. Possibly, you will find some in your church or public libraries. Other books that would be of help to you are Hein-ecken, *Basic Christian Teachings*, and Nordgren, *The Catechism in Life Today*. McNeer and Ward, *Martin Luther*, is a delightful book for the juniors to read.

A Browsing Corner

Plan to have a browsing or information corner as suggested in the Teacher's Guide under "As the Juniors Arrive" in Session One. It will require time and effort to set up such an interest area but you will find it rewarding. Encourage the juniors to contribute to this project by bringing related books, pictures, copies of other editions of the *Catechism*, etc.

This quarter's material is divided into four units, including the five parts of the *Catechism*. You will note that one aim is "to motivate thorough memorization of the skeleton parts of the *Catechism*." The juniors should each have access to a copy of the *Catechism* for this quarter and for later use. Consult the pastor regarding which edition he plans to use when the juniors reach the

confirmation age. Only the "expected" memory work is printed in the Study Book. Therefore, the more advanced juniors will need the *Catechism* in order to do the "additional" work. The newly revised *Catechism*, which uses the Revised Standard Version of the Bible, is recommended.

For the Family

Luther first intended the *Catechism* to be used as a guide for Christian instruction in the homes. Can we use our influence to re-establish this original purpose? Through constant usage, the parents as well as the children would be guided to a fuller understanding of the truths of the Bible and its application to their daily lives. Don't you think the results would be evidenced in the whole church program? Help the juniors to realize that learning the *Catechism* will help them to give a concise and intelligent witness to their faith. Emphasize, though, that these words become meaningful only when they express their personal convictions.

There is an abundance of activities suggested throughout the quarter. Carefully select those which are most suitable for your class of juniors and those which will strengthen the aims. Making a booklet somewhat similar to the one pictured under "A Guidebook" in the Study Book

would help the juniors to establish in their minds the five parts of the *Catechism*. This activity could be carried on throughout the entire quarter. Let them make the booklet as simple or as detailed as they choose. Suggestions from the "Day-by-Day Travel Record" can be used. Find pictures, poems, hymns, maps to illustrate the lessons in each unit. Work on the basis rather than lesson-by-lesson plan.

Encourage the juniors to participate in the suggested daily Bible reading. The scripture references given under "Adventuring in Bible Reading" are closely related to the aims of the unit. They will therefore help to strengthen the juniors' understanding of the lessons taught. Nevertheless, the junior needs guidance. Contact the parents, urging them to help their child in the Bible reading. Pray that this contact may foster a continued Bible reading in the family.

UNIT A—THE TEN COMMANDMENTS, Sessions 1-5.

Plan to study the entire five lessons so as to familiarize yourself with the author's presentation of the material in this unit. In order to give the juniors a background of the *Catechism* the author presents the story of Martin Luther in the first session. The receiving of the law of God by

Moses is given in the second session. The two tablets of the law, namely, our duty to God and our duty to man, are discussed in Sessions Three and Four respectively. The conclusion is given in Session Five. Detailed explanations for each Commandment are not given. This is done elsewhere throughout the Christian Growth Series. The memory work suggested is not directly related to the lesson of the day. The author arranged it thus in order to cover all the Commandments during this period of five sessions. Jesus expresses the purpose of the whole law in Matthew 22:36-39. (See Session Two in the Study Book.) By using Matthew 5:17-48, point out how Jesus not only confirmed the law but elevated its teaching. His interpretation made the law very personal, going to the root of man's attitude. Help the juniors to understand that as they find it impossible to live up to God's law, they should go to Jesus to confess their inadequacy and to ask His help to live and grow as His children.

The Project

If a booklet or notebook is being made on the *Catechism* as a whole, the material for this unit could contain pictures of Luther, Wartburg castle, printing press, a map showing Mt. Sinai and Kadesh-Barnea, pictures, stories and

poems related to the Commandments. Perhaps in addition to the booklet, some of the juniors would choose to make a poster showing the two tablets of stone. (See "Adventuring in Service," Session Five in Study Book.)

UNIT B—THE CREED, Sessions 6-8.

Teachers, are you reading all the lessons included in a unit before introducing it, making marginal notes of the things you will use as well as the things to be omitted? You will be better equipped to teach the individual lesson when you have a picture of the whole unit.

The origin of the Apostles' Creed can be traced to the second century of the Christian era. It is still used today as a confession of one's Christian faith. The creed is a well-worded declaration of what the Bible teaches and what we believe about God, the Father, the Son, and the Holy Spirit. Impress upon the juniors that it is only when they mean what they say that the creed becomes a true confession of their personal belief.

Even though Luther's explanation of the three articles may not be used in your class, review them for your own edification. However, give opportunity to the more advanced juniors, who may be ready, to discuss and memorize the meanings. Be sure to define

the words that may cause difficulty.

The first article is an affirmation of Genesis 1:1. It is a simple statement of creation, without any explanation of God. Hebrews 11:5 may be used to help answer the junior who asks about the how of creation. The Study Book says that "God made man as much like God as possible." That means that God gave to man the gift of the will, of knowledge and of understanding so that man would be capable of having fellowship with Him. He gave to man a personality that can respond to the love and the will of God.

Help the juniors to realize that God continues to create and to care for His creation. Impress upon them that in spite of man's disobedience, He continues to care for him. God calls, enlightens, and sanctifies those who want to do His will. Help the juniors to see their relationship to God and their responsibility to His creation.

UNIT C—THE LORD'S PRAYER, Session 9-11.

Impress upon the juniors the importance of daily prayer as exemplified by Jesus. Jesus showed concern for the prayer life of His followers. By teaching them the Perfect Prayer, Jesus gave His followers a pattern or model to

follow. Are you teaching the juniors in your class how to pray and the importance of a growing prayer life? Do you pray expecting an answer in the light of God's word?

The "Adventuring in Bible Reading" references given in the Study Book illustrates the daily use of prayer. Giving a report on this reading as suggested in the Teacher's Guide is good. It will give the juniors an opportunity to recall what they have read and to emphasize the importance of prayer. They will learn that the answer to prayer is often conditioned by one's attitude to God and to man. This is taught in the fifth petition.

UNIT D—THE SACRAMENTS, Session 12-13.

Plan this last unit of two lessons around the review list under "Looking Back" in Session thirteen. Try to cover the first eight to ten items in Session Twelve. This list lends itself well as a

guide for discussing the Christian growth which began at baptism. One of the aims of this lesson is to lead the juniors to a feeling of joy that through baptism they became children of God. This can best be done through the reflected happy assurance that is experienced by the teacher. Lead the juniors to sense the great privilege and responsibility that is theirs to grow as children of God. Help them to realize that this growth is possible only through daily use of and obedience to God's word and through prayer.

Plan to complete the review in Session Thirteen, but make the discussion of the Lord's Supper the highlight of the lesson. May you and the juniors be thrilled by the rich heritage of our Lutheran Church, through the use of the "certain little book," namely, the *Catechism*.

*Texts mentioned are available from
Augustana Book Concern, Rock Is-
land, Ill.*



Helps for Teachers of Intermediates

by ANNETTE JOHNSON

*Based on Christian Growth Series
Intermediate II, Spring Quarter*

THE intermediates will end their study of Old Testament history with the spring quarter. After two quarters of study of Old Testament history, the intermediates should be familiar with customs, traditions, geography and some of the leading personalities of the Old Testament. They should also be beginning to understand the part the Old Testament plays in Christianity.

The spring quarter, "The Hope of the Hebrews," instead of being focused on kings and nations as in the winter quarter, will focus on the individuals known as prophets. The study begins from the time of Elisha and continues down to the Exile.

Helpful Resources

At first glance the spring quarter may appear difficult since it deals with a part of the Old Testament with which perhaps you and the intermediates are least familiar. The more preliminary study you do for this quarter, the

more interesting and profitable you will be able to make it for the intermediates. A few books you will find helpful this quarter are: *They Walked with God*, by Segerhammar, Bible atlases, Bible dictionaries, and any books on the prophets that you might secure from your pastor. You will find encyclopedias, such as Britannica, will provide much information needed for Unit B.

Keep the Focus

As you make your plans for this quarter, consider the abilities and needs of your intermediates. Good teaching is not necessarily covering everything that is in the book. Good teaching is bringing about a change in the lives of the pupils. Select the most important aspect of each unit or session; keep the central focus there, and in the time available, lead the intermediates in working through that idea for themselves in as direct and rich a way as possible. In this quarter, try and make at least some of the major prophets

come alive for the intermediates.

The spring quarter is divided into two units. The first unit should develop in the intermediates an appreciation of the prophets' writings as the highest revelation of God in the Old Testament. Unit two should help bridge the gap between the Testaments and help the intermediates appreciate the significance of the individual in the activity of God's plan of redemption. The last session of the quarter is a review over all three of the quarters of Old Testament history.

Attention Catchers

See to it that Bible dictionaries, atlases and other resource materials that might create interest or contribute something toward the lesson for the day are laid out before class so that the pupils may browse through them before the class session. One or two questions or statements written on the blackboard or a large sheet of paper before the intermediates arrive will also help to direct their thinking to the lesson for the day.

The quarter might be introduced by using an exploratory quiz to determine how much the intermediates already know about the prophets. Have each one write out his or her definition of a prophet. Discuss their definitions in the light of the characteristics of prophets given in the Study

Book. Ask the intermediates if there are prophets today. As you study this quarter, help the intermediates see the difference between the prophets as spokesmen for God and other so-called prophets.

Vary Your Methods

If you are one of those teachers inclined to use only the lecture method or discussion method, why not try some other methods this quarter? Young people want to find the answers—not be told. The more the intermediate is participating, the more he is learning.

The prophets can be made to come more alive for the intermediates by having them dramatize some of the incidents from the lives of the prophets. Assign the major prophets to individuals or committees early in the quarter so that they will have plenty of time to gather information about them. This information may then be presented to the entire class by means of reports or through the dramatization of some events from the lives of the prophets. You will find suggestions in the Study Book for some dramatizations.

The Teacher's Guide gives some good suggestions for object lessons in dealing with the study of the prophets. Use some of these to create interest in your study of the prophets. For addi-

tional variety in your class sessions, you may want to use one or all four of the filmstrips in the series, "The Prophets of God." This series deals with the prophets Amos, Hosea, Jeremiah and Isaiah.

Buzz Groups

You will note in the Teacher's Guide that the biblical references are divided into those to be used for teaching preparation and those to be used for the class sessions. It may seem like a lot of references, but reading all of them will provide you with a good background for teaching each session. If your class session is short, you may not have time for all of the suggested references. Use only those which will help you to accomplish your aims. Assigning the references to buzz groups for their consideration will make it possible to cover more references in a shorter period of time.

Session 1 is an introductory session which should tie in with the winter quarter. A short review of the last session in the winter quarter will be in order here. This session will fall on Easter Sunday. The references from Isaiah will give the Easter emphasis to this session.

The "Something to Do" section in Lessons 4 and 6 gives suggestions for good class projects that will give the intermediates an op-

portunity to make practical application of these sessions.

Session 9 introduces Unit B. This session, along with 10 and 11, deals with periods in Palestine history which are not recorded in the Old Testament. Consequently, much of the unit deals with non-biblical material. You will find Bible atlases, Bible dictionaries, encyclopedias and a copy of the Apocrypha especially helpful in this unit. These sessions should help the intermediates bridge the gap between the Old and New Testament. Alexander the Great's impact on the Greek period of Palestine and the story of the Maccabees should especially prove interesting to any boys in your class. Using modern day parallels with these sessions will tend to make them even more meaningful and interesting.

Review

Sessions 12 and 13 are devoted to a bit of a review over the three quarters of study of Old Testament history. Session 12 should help the intermediate see how the New Testament fulfills the hope of the Hebrews and appreciate the connection between the Old and New Testament. Session 13 is aimed at helping the intermediate tie together the studies of the past three quarters and appreciate the significance of the Old Testament for his own life. If your

class has made and kept up to date a time line, this should prove very helpful in a quick review of the Old Testament.

These review sessions might be made more interesting by dividing the group into sides or teams and doing it in the form of a spelldown contest.

The important aspect of these review sessions is an evaluation by the intermediates of what they have learned and how it will help them in their daily living.

The memory work for this quarter in addition to the verses consists of learning five collects.

When a new collect appears, take a few minutes of class time to read it together out loud and discuss briefly its meaning. Encourage the intermediates to use these collects over a period of weeks in their daily private or family devotions. Also use them during the class or departmental worship period. The intermediates will soon have them memorized.

Texts mentioned are available from Augustana Book Concern, Rock Island, Ill. Filmstrips are available through Augustana Audio-Visual Service, 2445 Park Ave., Minneapolis 4, Minn.

The Lord's Compassion

Lord,
the stars float from Thy hands,
like silver bubbles.
The clouds wrap themselves round Thy fingers.
Rivers flow across Thy palms
which are covered with miles of forest and green fields
and lakes that have formed in their hollows.
Suns flash from Thy forehead.
Universes dance about Thy feet . . .

And yet, O Lord,
Thou didst tread the dusty road
that led to Golgotha
Thou didst hang upon a cruel cross
for love of mere men.

FROM THE CROSS IS LIFTED
By Chandran Devanesen
Friendship Press

Helps for Teachers of Seniors

by ANNETTE JOHNSON

*Based on Christian Growth Series
Senior II, Spring Quarter*

CHURCH history is once again the area of study for high school Bible classes using the spring quarter of the Christian Growth Series. If the seniors used the winter quarter series, "The First Fifteen Centuries," they ended the quarter just before the period of the reformation. "The Last Four Centuries" begins with Martin Luther and brings church history up to the present time.

History can be very interesting or it can be very boring depending upon the way in which it is taught. Whether or not *you* like history very likely goes back to your experiences in school history classes. If the instructor presented history in such a way that the times and characters were made to come alive for you, rather than just "digging up" some facts and dates out of the past that you were expected to memorize and which had no meaning for you, chances are that you liked history.

Church history like any other history need not be boring if it is presented in such a way that it is

made to come alive for the students. This is more apt to happen when the pupils work together purposefully planning and carrying out their plans.

Seniors need to be guided so that they will see problems, feel them, and then want to solve them. After the seniors know what it is they want to find out, they may plan ways of doing so by working as committees or as individuals. Have you tried using a steering committee of three or four seniors to meet with you at the beginning of the quarter to help determine the goals for the quarter and ways and means of arriving at these goals? If the seniors know why and what they are trying to accomplish, they will be more interested and will derive much greater benefits from their study. If the class is too small to make use of a steering committee, then let the entire class have a part in the planning.

If you did not do so at the beginning of the previous quarter on church history, it might be well to consider briefly with the

seniors a few important reasons for studying church history. Qualben in his book entitled *A History of the Christian Church* gives a number of such reasons. Two of his reasons which should be of some significance to the seniors are:

1. Just as knowing the history of one's country makes for better citizenship so should knowing church history make for better church membership.

2. It serves as a basis for the understanding of the present. It greatly helps in the solution of problems of the present.

Perhaps you need more background in church history before teaching this quarter. If so, you will find the following books helpful: *The Church in the Changing World* and *Our Neighbors' Churches* by Tappert; *The Church in the World Today*, Herman; *Little Journeys in His Kingdom*, C. A. Wendell; *A History of the Christian Church*, Qualben.

The manner in which a unit or session is introduced has much to do with the interest and enthusiasm that will be forthcoming from the seniors. If you begin a session by saying, "Open your books to page ten. Jan, will you read the first paragraph," you are not likely to arouse much interest in the lesson. Plan a good introduction. Use something that

might be an "eye opener" or an "ear opener." This might be a visual aid of some kind or a story or a statement that will startle and build atmosphere. The introduction should be short and to the point. Do not drag out the introduction so long that it loses its punch, and so that you do not have time for the main part of the lesson which is usually the Bible study. There is not as much actual Bible study in the spring quarter as in others, but there are certain parts that contribute more toward the accomplishment of the aims in each session.

This is an excellent quarter for research work and reports. If the class is large, committee work should prove very effective. If the class is small, work can be done on an individual basis, but perhaps you cannot expect to cover as much. Remember, good teaching is not necessarily covering everything that is printed in the book.

Travelers

Most everyone likes to travel. You and the seniors can do this for the next three months and not spend all of your "hard earned" money either. To aid you in making this trip, you should have a large map of sixteenth century Europe and one of the United States. Perhaps a committee of seniors could make a couple of

large outline maps for this purpose. As you proceed with the study and travels, mark in some way the places that identify the important events in the history of the Protestant church. Colored map pins might be used for this purpose, or if you have some seniors with creative ability they might wish to make an illustrated map. When these maps are completed, they should show the development and growth of Protestantism.

Another committee of seniors might be interested in making an illustrated time line showing the important eras in the history of the Christian church.

One of the best ways to make events in the history of the Christian church come alive for the seniors is by having them dramatize some of these events. Role playing might be used in some instances. This requires no or very little preliminary preparation. Short skits such as on the "You Were There" TV program should prove very effective in depicting some of the scenes that took place in the development of Protestantism. More may be learned from a five or ten minute skit than forty-five minutes of lecturing or a question and answer period. Some form of drama could be used especially in lessons one through four and lesson nine.

"Who has time for all of this

in a thirty or forty-five minute class period?" The more limited the time the more important it is that we help young people discover for themselves. They will learn in a minute or an hour only by purposeful doing for themselves. It is far better that they cover only a small segment through their own activity than that they listen to someone lecture using words and ideas they are not ready to assimilate.

Carrying out some of the preceding suggestions will require a small amount of work on the part of the seniors outside of class. "I can't get my seniors to do anything outside of class" is the remark of many teachers. Let us remember that seniors will usually find time or take time to do those things they are really interested in. Therefore, the teacher must create an interest in the lesson before he can expect the seniors to spend time outside of class on assignments. Actually, the assignments should come from the seniors themselves because of the interest that has been created during class time.

As you plan your sessions for this quarter, keep in mind that seniors like to find the answers to questions and problems themselves and that "we learn by doing."

Texts mentioned are available from Augustana Book Concern, Rock Island, Ill.

Audio-Visuals for Use with the Christian Growth Series

► April, May, June, 1958

SOME church school leaders are finding the selection of audio visuals easier if they choose on the basis of units. Each quarter in the Primary, Junior and Intermediate Christian Growth Series (Revised) below has two to four units of study. By selecting one film or filmstrip to enrich a unit you make the choice more logical and meaningful than if the choice is on the basis of once a month or once a quarter use.

To keep abreast of the rapidly changing field and to secure dependable evaluations of the latest audio-visual productions, see the new four-page addition to the *International Journal of Religious Education's* "A-V's in Christian Education." Each month this interdenominational magazine will carry the results of a nationwide network of evaluation committees. This replaces the VEF (Visual Education Fellowship) of the National Council of Churches and expands the audience and readership from 2,500 to 40,000! If you do not get the *Journal* it may be secured for \$4.00 annually by

writing: *International Journal of Religious Education*, Box 238, New York 10, New York.

It will also be helpful to have the latest A-V catalogs of Augustana Audio-Visual Service and Religious Film Libraries (RFL). Write for free catalogs to the Augustana Audio-Visual Service, 2445 Park Ave., Minneapolis 4, Minn.

Films (F), filmstrips (Fs), and sound filmstrips (Sfs) are available from various sources. One basic source is Augustana Audio-Visual Service, Minneapolis, also an outlet for Religious Film Libraries. Some church schools are able to secure many of their A-V's from conference, district or local audio-visual depositories.

PRIMARY II—Spring Quarter JESUS' CHURCH AND BIBLE PICTURES

Session 1—Easter in Our Church

Sfs—*What Easter Really Means* (SVE), 43 frames, color with LP record (7½ min.), \$10.

Fs—*The First Easter* (Concordia), 25 frames, color, \$5.

Session 2—Go and Tell

Fs—*Ascension of Jesus* (Concordia), 22 frames, color, \$5.

Session 3—Jesus Sends a Heavenly Helper

Fs—*The Story of Pentecost*, 30 frames, color, \$5.

Session 4—The Beginning of the Church (See under Session 3.)

Session 8—Moses Brings the Ten Commandments

Fs—*The Ten Commandments* (Cathedral), color, \$5.

JUNIOR II—Spring Quarter

THE CATECHISM FOR JUNIORS

Session 2—How Jesus Taught the Ten Commandments

F—*Tokens of Love* (Family Films), 15 min., b&w, \$5; color, \$8. How three children learned to be more helpful at home.

Session 3—Our Love for God

Fs—*A Trip from Nazareth to Jerusalem*, 26 frames, color, \$6.

Session 4—Our Love for Others

Fs—*Tommy and Yoshi* (New Friends in Japan) (SVE), 49 frames, color, \$6. (With LP recording, \$9.)

Session 7—What the Creed Says About Jesus

Fs—*Life of Christ* (Barosin), 75 frames, color, in two parts, \$10.

Session 8—The Holy Spirit and His Work

Fs—*The Church Is Born*, 32 frames, color, \$5.

Session 10—Two Things We Need

F—*Jesus Teaches Forgiveness* (Family Films), 15 min., b&w, \$5.

Session 11—Two Things to Avoid

Sfs—*The Travelin' Man* (LWA), 75 frames, color with LP recording, 15 min. (Small handling charge for use.)

F—*Flying Straight* (Family Films), 15 min., b&w, \$5; color, \$8.

Sfs—*Wait a Minute* (LWA) 74 frames, color with LP recording, 15 min. (Small handling charge for use.)

INTERMEDIATE II—Spring Quarter

THE HOPE OF THE HEBREWS

Session 1—God Turns to the Prophets

Fs—*The Prophets of God Series: A Plea for Justice*—Amos—31 frames, color, \$5; *The Revelation of Love*—Hosea—31 frames, color, \$5.

Session 2—The Refusal to Return to God

F—*Amos, Shepherd of Tekoa* (Cathedral), 22 min., b&w, \$7.

Session 7—Last Days of Judah

Fs—*A Cry for Repentance*—Jeremiah (SVE), 35 frames, color, \$5.

Session 12—The Dawn of a New Covenant

Fs—*Our Old Testament Heritage* (E&R), 67 frames, color, \$5.

SENIOR II—Spring Quarter

THE LAST FOUR CENTURIES

Session 1—The Lutherans

Fs—*Martin Luther*, 72 frames, b&w, \$5. (An LP recording is available for use with this filmstrip at \$5.)

Session 2—Other Protestants

Fs—*Rebirth of Faith*, 38 frames, color, \$6.

Session 8—"United We Stand"

F—*Harvest of Years* (NLC), 33½ min., color, \$10.

Session 9—"Be Ye All of One Mind." (See under Session 8.)

Session 10—New Life in the Old World

Fs—*Modern Christianity* (SVE), 35 frames, color, \$6.

Session 11—Lutherans Working Together

(Write Lutheran World Action, 50 Madison Ave., New York 10, N. Y., for most recent list of audio-visuals.)

Session 12—"Go Ye Therefore"

Sfs—*I Found a New World*, 80 frames, color with LP recording, \$15. (Rental, \$2.50.)